



USAID
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UNIDOS DE AMERICA

PUENTES Project

Parents and Teachers Joining Forces for Children through Social Spaces

Cooperative Agreement No. AID-522-A-15-00003-00

Quarterly Report

January, 2016

Submitted by:

ChildFund[®]
Honduras

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I. Acronyms and Abbreviations

AJH	Honduran Youth Association
CEPREV	Violence Prevention Center - Nicaragua
GIZ	German Cooperation Agency
MdM	Miles de Manos Methodology
PASMO	Pan-American Social Marketing Organization
PUENTES	Parents and Teachers Joining Forces for Children through Social Spaces
SACE	Central Administration System of Education
SEDUC	Ministry of Education
USAID	United States Agency for International Development

II. Project Overview

Project Name:	School-based Violence Prevention Miles de Manos (ChildFund International – USA) PUENTES Project
Activity Start Date:	September 28, 2015
Activity End Date:	February 28, 2017
Name of Implementing Partner:	ChildFund Honduras
Agreement Number:	AID-522-A-15-00003 ChildFund International, USA
Geographic Coverage:	Department of Cortés, Francisco Morazán and Atlántida: San Pedro Sula, Tegucigalpa, La Ceiba
Reporting period:	October-December 2015

ChildFund Honduras implements the PUENTES, *Parents and Teachers Joining Forces for Children through Social Spaces*, funded by USAID as a pilot experience to apply the school-based violence prevention *Miles de Manos (MdM)* methodology in high risk urban contexts of Honduras. The implementation is accompanied by a rigorous investigation to validate the effectiveness of the methodology in high-risk urban contexts to reduce school-based violence in 36 pilot schools in the cities of Tegucigalpa, San Pedro Sula and La Ceiba in Honduras.

The goal of the PUENTES Project is to strengthen families and schools to support children in order for them to remain in school, improve their behavior and effectively face the challenges of their daily life.

The expected outcomes by the end of the project are the following:

Outcome 1: Improved parenting skills that employ practices that reduce youth's high-risk behaviors that can lead to violence in the school or family environments.

Outcome 2: Increased teacher skills to promote conditions that generate resilient, peaceful, and democratic school environments through the development of student's social and life skills.

Outcome 3: Relationships between schools and parents are strengthened and improve their abilities to identify and deal with risk factors that can lead to violence in the school and family environments.

Outcome 4: Reliable data and analysis from this pilot program and recommendations for scaling up implementation of school-based violence prevention programs in urban public schools.

The main achievements during the first quarter of the project were focused on hiring the technical team and training of the team, socialization of the project with authorities from the Ministry of Education at the central, regional and local level in the three cities of intervention. ChildFund held a grant start-up workshop with the PUENTES Technical Team, Program Manager, Education Specialist, as well as with colleagues from Washington, DC, the Grant Officer and Education Technical Advisor. Furthermore, the preparation for the implementation of the methodology, including the selection of schools, interviews and preparation of strategic deliverables to USAID was completed. Finally, in preparation for implementation, a security workshop was held for one day with the project team to address the potential security risks and mitigation techniques for the project. The workshop was facilitated by the Security Advisor from ChildFund International. The facilitator taught the participants how to prevent situations of vulnerability and mitigate one's risks in working in communities with high levels of organized crime and violence.

III. Activity Implementation

A. Progress Narrative

The major activities achieved during the first quarter of the PUENTES Project are as follows and correspond with the Detailed Implementation Plan (DIT):

- I.1 The recruitment and competitive hiring process of the project's technical team was completed. The profiles and terms of reference for the coordinator, monitoring and evaluation specialist and technical facilitators were elaborated, the positions were published and potential candidates were identified. Subsequently, interviews with potential candidates for the positions were held and the selected candidates hired. The facilitators for Tegucigalpa and La Ceiba were hired first and after receiving approval from USAID, the Project Coordinator was hired. A Monitoring and Evaluation Specialist candidate was proposed to USAID and after analyzing

the profile and the needs of the position, ChildFund decided to continue searching for a more adequate candidate. Finally, the facilitators for the city of San Pedro Sula were hired and most recently, the second candidate for the Monitoring and Evaluation Specialist position was submitted to the donor, approved and hired.

- I.2 The PUENTES project's detailed implementation plan was prepared describing the monthly activities along with the expected outcomes according to the project proposal. This plan was supported by a narrative description of the activities which was discussed and presented to USAID for revision and will be formally approved in January 2016.
- I.3 The monitoring and evaluation plan was designed and submitted to USAID. The plan will be discussed and revised in January 2016. The M&E plan will be formally approved in February 2016.
- I.4 The consultancy for the evaluation of the project was designed, terms of reference were created and published, three proposals were received and reviewed, and one potential candidate was identified. The proposal will be shared with USAID, pending approval; the consultant will be hired in February 2016.
- I.5 The team coordinated with the department of Education Services in the Ministry of Education at a national level in order to explain the project's objective and how it is beneficial to school based violence prevention through teacher and parent engagement. The authorities from the Ministry of Education expressed interest in supporting the project's actions, which are congruent with the Educational Projects of Schools (*PEC*, the initials in Spanish for *Proyecto Educativo de Centro*) guidelines. As of 2016, the *PEC* will focus on four thematic areas and one of them will be "Advocacy of a Peace Culture". The Ministry of Education's project liaison, Julio Arias, has supported the selection process of the education centers that will participate in the project and has convened meetings with the different levels of the Ministry of Education and technical staff from other institutions using the MdM methodology to ensure proper inter-institutional coordination.
The PUENTES project was socialized in the three intervention cities of Tegucigalpa, San Pedro Sula and La Ceiba with the school principals, municipal, district and departmental directors of the selected schools. The school officials received the project positively and agreed upon the importance of addressing violence prevention due to the prevalence of violence.
- I.6 The agreement between the Secretary of Education and ChildFund has been revised and submitted to the Secretary of Education for review and signing.
- I.7 The consultancy to ensure a gender equity focus in the intervention was completed in December 2015 and the gender strategy was prepared.
- I.8 The PUENTES team organized and held five meetings (three in Tegucigalpa, one in San Pedro Sula and one in La Ceiba) among the project's technical staff and departmental, district and municipal directors of education to agree on the preliminary selection of the 72 pilot and

control schools. The preliminary selection of the education centers considered the criteria defined in the project's proposal:

1. Principals and teachers willing and committed to participate in the project's actions
2. Geographical location in areas of high-risk of violence
3. Safety and security risk for personnel
4. Logistical feasibility of implementation
5. Population of students enrolled in the school
6. Similar socioeconomic and demographic characteristics of pilot and control

The technical team of the PUENTES Project revised two instruments used in the MdM methodology to collect contextual information: the school principal interview instrument and the community assessment instrument. To ensure collection of necessary information adjustments to the school principal interview instrument were made. This tool was applied to a total of 55 school principals in preliminary selected schools in Tegucigalpa, San Pedro Sula and La Ceiba, distributed as follows:

City	# of Education Centers	# Directors	
		H	M
Tegucigalpa	30	19	11
La Ceiba	14	7	7
San Pedro Sula	11	8	3
Total =	55	34	21

The second instrument, the community assessment, was revised and modified to include questions related with health issues in the community. This instrument will be validated and applied during the base line collection of the project.

I.9 The training on the Miles de Manos (MdM) methodology was completed. Specialists in the methodology from the German Cooperation Agency (GIZ) facilitated the training. ChildFund's Education Specialist, who is trained in the methodology also supported the facilitation. The training was carried out in two sessions, the first lasted three days (24 hours) with participation from six PUENTES project technicians and 15 district directors of education or their representatives (one from San Pedro Sula, two from La Ceiba and 12 from Tegucigalpa.) This first session focused on learning about the theoretical foundations of MdM, facilitation techniques and measurement instruments, for which a set of MdM manuals was provided to each participant.

The second session lasted for two days, it was only held with the technical team of the PUENTES Project, in order to practice the facilitation of the modules and give feedback on techniques, to appropriate materials,, sequence of the activities, development of the activities, peer and facilitator observations, note taking and others.

B. Challenges

1. In the cities of Tegucigalpa and La Ceiba, there was a good acceptance of the project on behalf of the interviewed school principals, however, there were a few principals who expressed disinterest in the project. This was the case in two of the 15 education centers in Tegucigalpa and one of the seven education centers in La Ceiba. This situation required a new revision of the schools to find their replacements.
2. The selection process of the participating schools in the PUENTES project has taken longer than expected since multiple meetings have been held with the Ministry of Education and other actors that address the topic of violence prevention in order not to coincide with similar interventions in the same schools in 2016. This situation applies both for the schools selected as pilot and control with the purpose of ensuring that external variables that could affect the outcomes of the research for the PUENTES Project are minimized.
3. The selected education centers are geographically dispersed, especially in the biggest cities like Tegucigalpa and San Pedro Sula. In the beginning it was contemplated that the project would be concentrated in one specific school district of Tegucigalpa and San Pedro Sula, unfortunately that was not possible due to the selection criteria, other actors, etc. Facilitators have also experienced unwillingness from taxi drivers and motorcycle-taxis to get to the schools due to the perception and context of violence and insecurity in some neighborhoods.
4. The implementation of focus groups during the third week of December to get input in regards to the design of the gender strategy of the PUENTES project became a challenge since the teachers who are the liaison between the schools and the community/neighborhood were on vacation and the focus group activity was not foreseen. Additionally, the team of facilitators hadn't had contact with local leaders from the neighborhoods (only with the school leaders); however, the team communicated with organized civil society groups like community boards and existing committees to successfully implement the focus groups.
5. The establishment of an office space for the facilitators in San Pedro Sula has proved difficult as the Department of Education of Cortes does not have available spaces. The departmental director offered an area within the Josefa Lastiri school in the Junior Avenue of San Pedro Sula but required the project to invest in the infrastructure of the building (2 walls, floor, roof and wash room). Therefore, the project is exploring the alternative of a physical space through the municipality of SPS or with other education projects present in the area. In the city of La Ceiba the departmental director provided an office space for the facilitator immediately.

C. Monitoring and Evaluation

The Monitoring and Evaluation Plan was completed based on the PMP presented in the initial proposal. Specific indicators for each of the project outcomes were created and instruments for information collection were designed. The first draft of the M&E Plan for the PUENTES project was presented to USAID to be revised and subsequent revisions have been made. The M&E Plan will measure changes in knowledge, perceptions, behavior and practices related with the

prevention of violence in groups of fathers/mothers, teachers and students from high risk urban areas in Honduras. In the next quarter the revised M&E Plan with suggested improvements will receive the final approval by the AOR and guide the implementation of the monitoring and evaluation activities in the project.

IV. Coordination with other USAID Projects

The PUENTES Project has been included in meetings convened by USAID with implementing partners, which allows greater understanding of the intervention strategy of the donor in Honduras and the interaction with other institutions working on complementary violence prevention projects.

The PUENTES project coordinated with CREATIVE and AJH/USAID for a visit to the Outreach Center (CDA for its acronym in Spanish) located in the Estados Unidos neighborhood in Tegucigalpa in order to get to know the neighborhood dynamics and explore potential synergies between the two projects and their interventions. This visit included staff from ChildFund's International Office, Janella Nelson, Technical Advisor on Education and Martin Rozenberg, Grant Management Officer.

The team of facilitators in San Pedro Sula, approached the Pan-American Social and Marketing Organization (PASMO) who implemented the Healthy Youth project to understand how it included gender-based violence prevention in its project and to facilitate access to information from the areas and schools in which the PUENTES project will be working. ChildFund Honduras sustained a meeting with the in-country director of Glasswing International regarding how the two organizations could coordinate in specific activities and areas of intervention in the area of violence prevention.

V. Integration of Cross-Cutting Themes

A. Gender

To incorporate a gender equity approach within the PUENTES Project actions, a gender strategy was prepared. The design of the strategy was led by a consultant and supported by the team of facilitators. Information was collected by the facilitators in the field to collect input on the roles and power relationships between men and women in 13 intervention neighborhoods located in La Ceiba, Tegucigalpa and San Pedro Sula. The total of participants in the focus groups was 121 people, 28 men and 98 women.

The Gender Strategy proposes monitoring three gender indicators focused on self-efficiency, women empowerment and equality. The strategy was presented to USAID and is currently under review. Once the strategy is approved, the gender indicators will be incorporated into the Monitoring and Evaluation Plan of the PUENTES project and their relevant activities.

VI. Management and Administrative Affairs

The staff recruitment process for the two facilitator positions in San Pedro Sula required more time than expected since initially candidates who fit the profile were identified and interviewed and the offer was made to two of them who did not accept due to the insecurity and risks in the intervention area. Therefore, the process was reopened, achieving the identification and hiring of appropriate candidates in the last week of the month of November and the first week of December 2015.

The recruitment process for the position of M&E Officer for the PUENTES project was prolonged due to the fact that the profile required experience in monitoring and evaluation as well as research. During the first round of the process, 40 resumes were revised, four candidates were interviewed, one was presented to USAID, but due to the lack of experience he was not hired. A more appropriate candidate was selected and offered the position. This person did not accept the position due to residency in Nicaragua and the lack of a work permit in Honduras. Therefore, a second publication and hiring process of the position is foreseen for January 2016, in which ChildFund will select, present to the AOR and hire the M&E Officer of the PUENTES project.

VII. Planned Activities for Second Quarter

The main activities programmed for the next quarter corresponding to the period from January to March 2016 are the following:

- Official launch of the PUENTES Project with participation from the Ministry of Education, Representative from the Mission of USAID, Departmental and District Directors of Education, representatives from the three municipalities, school principals from pilot schools and others.
- The hiring of a consultant for the child protection networks referral system and elaboration of guide.
- The hiring of a consultant company to perform the community assessments and collect the project's base line study data.
- Selection of 72 teachers and 108 fathers/mothers who will be the facilitators of the MdM methodology in 36 pilot education centers.
- Training of facilitators, teachers and fathers/mothers in Tegucigalpa, San Pedro Sula and La Ceiba. These sessions will last three days each one.
- Training of the PUENTES Team in the psychosocial intervention methodology CEPREV which is based on the impact analysis of the patriarchal culture in the reproduction of violence at home, school and in the community and will support the proper facilitation and management of the project trainings and sessions.

VIII. Financial Information

Project funding for the 17-month-period reaches the amount of US\$ 750, 000.00. During the first quarter of implementation \$50,569.23 has been spent. The main reasons for underspending are:

- Hiring personnel at different intervals of time reflects low spending in the budgetary lines for staffing and social benefits. The team expects that as of January 2016, the M&E Officer will have been hired.
- Approval is outstanding for the Project's Branding and Marking Plan, which obliges us to wait for the printing the project's training and promotional material.

There is an explanation of the executed budget in the Annex C, Financial Table, which also includes observations. The estimated budget for next quarter corresponds to US \$233, 767.32.

IX. Branding and Communications

With support from the Communication Specialist from ChildFund Honduras, the Branding and Marking Plan for the PUENTES Project was designed contemplating guidelines for:

- The design of the project logo
- Presentation of internal and external documentation as invitation letters and memorandums
- The design of promotional and printed material for training sessions

The plan was presented to the donor for its revision and a meeting was sustained with the donor to discuss necessary changes. A final version has since been submitted and the project is awaiting the donor's approval.

Publication of a press release for the project is planned for February 2016 pending approval from the donor.

X. Annexes

Annex A: Preliminary List of Selected Schools

Municipio	Clasificación		Nombre del Centro Educativo	Código	Distrito Escolar	Ubicación	Matrícula 2015
	Piloto	Control					
Municipio del Distrito Central							
	1		Alba Nora de Melgar	080100109	4	Monterrey	517
	2		Jacobo Cáceres	080100868	5	Peña Vieja	699
	3		Francisca Reyes	080100734	6	Barrio El Jazmín	682
	4		Francisco Martínez Maradiaga	080100044	7	Col. Bella Vista	397
	5		Simón Bolivar N# 1	080100113	7	Col. Las Mercedes	924
	6		Ramón Amaya Amador	080100030	8	Col. La Haya	570
	7		Froylán Turcios	080100256	8	Col. Brisas del Valle	537
	8		República Federal de Alemania	080100015	8	Col. Carrizal	886
	9		República de Guatemala	080100357	8	Col. Torocagua	719
	10		San Miguel de Heredia	080100246	11	Col. Brisas del Valle	550
	11		4 de Junio	080100188	11	Col. La Esperanza	636
	12		Emmanuel	080100433	11	Col. Canaan	558
	13		Fuerzas Armadas	080100258	11	Col. Modesto Rodas	345
	14		Agustín Alonzo	080100193	14	Barrio San Pablo	774
	15		Maximiliano Sagastume	080100187	14	Col Sagastume	524
		1	Oscar Castro	080100275	4	Peña Vieja	318
		2	Villa Olímpica	080100341	5	Col. Villa Olímpica	414

	3	CEB República de Costa Rica	080100147	6	Barrio Pueblo Nuevo	508
	4	José Raúl Castro	080100603	7	Col. La Laguna	607
	5	Rafael Pineda Ponce	080100035	7	Col. 3 de Mayo	899
	6	Henry Merriam Weddle	080100822	8	Col. Granada	420
	7	Bonifacio Reyes Ramos	080100082	8	Aldea La Cuesta #2	403
	8	República del Perú	080100185	8	Col. El Pedregal	1,195
	9	Dolores Bustillo	080100174	8	El Carrizal # 1	382
	10	Virginia Ruiz de Ramos	080100353	11	Col. Loma Norte	300
	11	Naciones Unidas	080100061	11	Col. El Pedregal	603
	12	Club de Leones #1	080100038	11	Las Crucitas	
	13	21 de Octubre	080100167	11	21 de Octubre	354
	14	República de Chile	080100194	14	Reparto por Bajo	434
	15	Manuel Bonilla	080100200	14	Col. El Chile	366
Municipio de La Ceiba						
	1	Miguel Paz Barahona	010100068	Distrito Oeste	Sector Bonitillo	290
	2	Marcio Rene Espinal	010100071	Distrito Oeste	Irás Navas	264
	3	Atenea	010100010B10	Distrito Este	Bo. El Centro	766
	4	Rafael Pineda Ponce	010100032	Distrito Este	La Suyapa	440
	5	Marco Antonio Ponce	010100014	Distrito Este	Las Mercedes	506
	6	Juan Pineda Carias	010100016	Distrito Este	La Pizzaty	408
	7	Japón	010100072	Distrito Este	Kawas	450
	1	Jose Trinidad Cabañas	010100031	Distrito Oeste	Miramar	300
	2	Rafael Huete de Rodríguez	010100031	Distrito Oeste	Miramar	300
	3	Héctor Hugo Rubí	010100231	Distrito Este	Los Laureles	300
	4	Margy Dip	010100052	Distrito Oeste	Palmira	350

		5	José Valentín Vásquez	010100033	Distrito Oeste	Barrio Golozón/Confite	700
		6	José Cecilio del Valle	010100002	Distrito Oeste	Bella Vista	450
		7	Eva Bertiot de Mazier	010100056	Distrito Este	Col. Casa Blanca	300
Municipio de San Pedro Sula							
	1		Jerónimo Sandoval Sorto	050100449	Distrito 16B Chamelecón	San Juan - Sector Chamelecón	575
	2		Perfecto Hernández Bobadilla	050100567	Distrito 16A Chamelecón	Chamelecón Centro	1671
	3		Centro Básico Lempira	050100042	Distrito 16A Chamelecón	Lempira - Sector Chamelecón	819
	4		Pablo Portillo y República de Suecia	050100594	Distrito 16B Chamelecón	Col. Héctor Sabillón -Sector Chamelecón	263
	5		Ingeniero Roberto Larios Silvia	050100907	Distrito 16A Chamelecón	Morales 3 - Sector Chamelecón	422
	6		Rafael Pineda Ponce	050100051 - B10	Distrito 22	Col. Las Brisas	537
	7		José Castro López	050100036 - B09	Distrito 20	Barrio Medina, 12 cll, 6 y 7 ave.	627
	8		Primero de Febrero	050100041	Distrito 20	Col Satélite	
	9		Luis Landa	050100022-B09	Distrito 20	Barrio Cabañas 12 calle 11 avenida	753
	10		Juan Lindo	050100096-B20	Distrito 19	El Ocotillo	616
	11		Gilberto Pineda Madrid	050100104-B09	Distrito 19	Col. Villa del Carmen	673
	12		Altagracia Sanchez	050100566-B09	Distrito 18	Col. Felipe Zelaya	1441
	13		Ing. Emin Abufele	050200156	Distrito 24	Residencial Las Colinas - Sector López Arellano	
	14		CEB. Dr. Antonio R. Vallejo	050100123	Distrito 17	Col. Villa Ernestina	
		I	José Simón Azcona	050100116	Distrito 16B Chamelecón	San José Sector Chamelecón	528

	2	Republica de Honduras	050100058	Distrito 16A Chamelecón	San Antonio - Sector Chamelecón	720
	3	José Castro López	050100095	Distrito 16A Chamelecón	Chotepe - Sector Chamelecón	491
	4	Héctor Guillermo Guillen Gómez	050100120	Distrito 16A Chamelecón	Eben-ezer - Sector Chamelecón	525
	5	República de Canadá	050100626	Distrito 16B Chamelecón	La Canadá - Sector Chamelecón	209
	6	Hogar San José	050100066 - B10	Distrito 20	Barrio Medina, 7 ave.	726
	7	Ing. Roberto Carlos Valenzuela	050100561 - B09	Distrito 22	Col. Las Vegas 8B y 9 calle	453
	8	Leonardo Bonilla	050100296	Distrito 20	Col. Satélite, primera etapa	
	9	CEntro Básico Lempira	050100021-A09	Distrito 20	Col. Aurora	638
	10	Eucebio Fiallos	050100031		El Carmen	
	11	Presentacion Centeno	050100062-B09	Distrito 20	Barrio Cabañas,	1662
	12	Oswaldo López Arellano	050200029	Distrito 24	Col. López Arellano	
	13	CEB. Cesar Lopez	050100101	Distrito 20	Col. Jardin del Eden contiguo Col. Villeda Morales	
	14	CEB Republica de Venezuela	050200010	Distrito 11	Colonia Canada	

Annex B: Photos





Annex C: School Principal Interview Tool

A. Nombre del Centro Educativo:

B. Municipio:

C. Distrito Educativo:

E. Fecha de la Visita:

D. Departamento:

F. Nombre del Director (a):

G. Nombre del Observador (a):

H. Número de secciones de la escuela, matrícula y deserción:

Grado	# Secc.	Cantidad	Matrícula	N#	Deserción
		H	M	H	M
4to					
5to					
6to					

I. Datos de la escuela y su entorno

1. Cuando se fundó la escuela:

2. Qué mejoras ha tenido su escuela:

3. Qué grupos culturales y étnicos conforman la comunidad/colonia

4. Qué idiomas hablan en la comunidad/colonia

5. ¿Qué dificultades tienen ustedes en la escuela?

6. ¿Cómo les ha ido con el cumplimiento de los 200 días de clases y desafíos en ello?

7. Como ven a las niñas/niños de 4to, 5to y 6to grado:

a. Aprendizaje

b. Disciplina y valores

c. Económica

¿Tienen dificultades con ellos/as y cuáles?

8. ¿Existe comité de disciplina o de convivencia en la escuela?

Sí () No ()

9. ¿Existe el comité de disciplina o comité de convivencia?:

Sí () No ()

a. ¿Cada cuánto se reúnen? Y cuentan con un Plan?

b. ¿Cuáles han sido los principales problemas de disciplina que han tratado con los niños/as?

10. ¿Presentan problemas de violencia con niños/as de la comunidad?

Sí () No ()

¿Cuáles?

11. ¿Presentan problemas de violencia o problemas de disciplina en la escuela?

Sí () No ()

¿Cuáles?

12. Cuentan regularmente con la colaboración de padres y madres

Sí () No ()

¿De qué manera ellos colaboran?:

13. ¿Cuáles son las principales razones por las que convocan a padres de familia? (individualmente o reuniones grupales)

14. ¿Cuáles son las principales razones que tienen los padres de familia para hablar con un maestro o con usted?

15. ¿Cuáles considera que son las principales dificultades de la comunidad/colonia?

a _____

b _____

c _____

d _____

e _____

16. ¿Quiénes son los principales líderes de la comunidad/colonia?

a _____

b _____

c _____

d _____

e _____

17. ¿Se presenta en la comunidad/colonia algún tipo de tensión o conflicto?

Sí () No ()

Mencione cuales:

18. Existe algún problema de territorio en la colonia/comunidad?

19. ¿Estarían interesados en experimentar un programa de convivencia en su escuela; Los maestros estarían dispuestos a participar?

20. ¿Creen que los padres y madres participarían en un programa que los incluye para apoyar el éxito de sus hijos (contar condiciones)?

22. ¿Trabajan con algún proyecto o reciben ayuda de alguna organización?

23. ¿Han recibido apoyo por parte de las autoridades correspondientes?

¡¡Gracias por su colaboración!!

Asegurar incorporar: Número de secciones, matrícula por sexo

Annex D: Financial Table

Cooperative Agreement No. AID-522-A-15-00003					
ChildFund International, USA					
School Based Violence Prevention, Miles de Manos (Honduras)					
FINANCIAL REPORT EXPENSES AT DECEMBER 2015					
No.	Budget Line Items	Quarterly Budgeted Amount	Quarterly Expenditure Amount	Second Quarter Expenditure Projection	COMMENTS
1	Personnel	\$ 36,123.00	\$ 21,555.03	\$ 37,344.33	In this line there is a surplus because the staff was contracted in different months due to lack of ability to find suitable candidates for several positions. The remaining will be readjusted to other appropriate lines.
2	Fringe	\$ 5,200.00	\$ 1,507.17	\$ 5,473.57	There is an outstanding payment of the staff's insurance policy as it will be made in January, due to the time it takes the bank to send the documentation to the insurer.
3	Travel	\$ 8,508.00	\$ 4,831.55	\$ 13,270.77	Remnants of this line will be reallocated for the month of February as there will be greater travel and monitoring because the implementation activities will begin.
4	Equipment	\$ -	\$ -	\$ -	
5	Supplies	\$ 18,460.00	\$ 10,086.43	\$ 8,437.57	The furniture will be purchased in the month of January 2016 because the field staff will have secured their workspaces in the areas of coverage.
6	Contractual	\$ 18,551.00	\$ 148.99	\$ 30,043.81	According to the planning there have been delays in the consultancies due to several factors. The gender consultancy has been completed and will be paid in January 2016 pending approval of the USAID gender specialist. The evaluation consultancy is in the process of being approved and contracted and will be completed in early February 2016. The child protection consultancy will take place in the month of February 2016 as well.
7	Other Direct Costs	\$ 14,798.00	\$ 3,983.78	\$ 99,653.38	The team is awaiting approval from the branding and marking plan from USAID to begin the printing of materials and purchase of branded items for staff.
TOTAL DIRECT COSTS		\$ 101,640.00	\$ 42,112.95	\$ 194,223.43	
Indirect Costs (NICRA)		\$ 20,694.00	\$ 8,456.28	\$ 39,543.89	
USAID TOTAL ESTIMATED AMOUNT		\$ 122,334.00	\$ 50,569.23	\$ 233,767.32	